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ABSTRACT

In order to assess the needs and determine the demographic, educational, employment, and enrollment characteristics of the 60-70% of the students attending Jefferson Community College (JCC) who were over 24 years of age, surveys were conducted of faculty and a random sample (N=302) of the 3,160 adult students enrolled during 1976-1977. Response rate was 70.3%. The study revealed that JCC followed national trends in increases in adult and female enrollments. Specific student characteristics focused on by the study included: age; sex; race; marital status; extent of family responsibilities; educational characteristics, such as highest degree attained, and attendance patterns (full- or part-time, day or night classes); employment and financial responsibilities, specifically no, full-, or part-time employment and other sources of financial support; reasons for returning to school; sources of influence to return to school; obstacles prior to and after enrollment; time between decision to enroll and enrollment; consideration of dropping out; persistence and performance factors in academic adjustment; number of semesters completed at JCC; faculty perceptions of adult students; and student attitudes toward JCC and its services. Sex and race variables were used to create sub-groups in the study, and other findings are expressed in these terms. Recommendations are included. (MB)

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A SUMMARY OF

A STUDY OF ADULT STUDENTS

AT

JEFFERSON COMMUNITY COLLEGE

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by

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BACKGROUND

For the past several years, Jefferson Community College has conducted several in-house research projects focused on the needs, perceptions, and abilities of adult students who comprise about 60-70% of the college's enrollment. Beginning in the spring of 1977 and continuing through the 1977-78 academic year, Dr. Martha Smydra, Coordinator of Continuing Education/Community Service, and Mrs. Edith Kochenour, a JCC Counselor, conducted an intensive research project on the JCC adult population. The researchers drew upon previously collected data and also designed a new data-gathering instrument to obtain base information for the study.

This "Summary" report represents the major findings of the research project and is intended to be a capsulized version of the original report which is 138 pages in length.

PURPOSES

1. To describe adult students at JCC - in terms of demographic characteristics, academic performance, and personal needs;
2. To assess how JCC responds to needs of these students;
3. To recommend changes and/or additions in services and policies predominant at JCC - for both immediate and long-term circumstances;
4. To provide a source document for grant preparation and for planning of a program for adult students; and
5. To provide documentation from which specific hypotheses can be formulated for future research.

METHODOLOGY

Three sources of information were identified as pertinent to the study.

1. Resource Materials - These included all materials and resources available at the college and some limited material from people and agencies in the

metropolitan Louisville area.

2. College Data Base - Student files, institutional research data, and a student opinionnaire were included in this section.

3. Newly Designed Instrumentation - A faculty survey dealing with the motivation, academic performance, and special problems of adult students was administered in spring 1977. A Needs Assessment Questionnaire (NAQ) was administered to a random sample (302) of the 3,160 adult students (age 25 and older) who had enrolled during the 1976-77 academic year.

TABLE 1

Distribution of Stratified Random Sample of JCC Adult Students

		AGE RANGES				
		25-29	30-39	40-49	50-59	60+
Males -	White	70	37	8	3	1
	Black	25	15	3	1	-
Females-	White	38	31	12	3	1
	Black	25	20	7	1	1

Usable responses were obtained from 211 students (70.3%). The returns were significantly high enough within the strata to provide an accurate representation of the adult population at JCC.

The information presented in the following sections has been drawn from the sources indicated above.

DEMOGRAPHIC PROFILE OF ADULT STUDENTS

The data in this section are organized into four categories: 1) Enrollment Trends; 2) Personal and Family Characteristics; 3) Educational Characteristics; and 4) Employment and Financial Responsibilities.

Enrollment Trends

Increased enrollment of adults at JCC (age 25+) parallels two national trends for all college students - increase of female students and increase of all older students. On a percentage basis, adult students at JCC in the fall of 1974 represented 38% (N= 1,776) of the student body; 1975, 48% (N= 2,914); and 1976, 46% (N = 2,687). The most significant increases were recorded in the percentages of black females and white males.

Personal and Family Characteristics

Not surprisingly, most adults at JCC are married. Among black females, however, only one-fifth are currently married; almost half are divorced or separated, and a sizeable group (8%) are widowed. Among the four sub-groups, white males reported the lowest separated/divorced percentages (11%).

TABLE 2

Marital Status of JCC Adult Students

	Single	Married	Separated Divorced	Widowed
White Males	7 %	81%	11%	1%
Black Males	11	70	19	0
White Females	8	68	23	2
Black Females	25	20	45	8
All	11%	63%	24%	2%

With regard to the number of dependent children, 75% of JCC adults report parent responsibilities. When marital status data and parent responsibility data are examined together, it is apparent that black females (the sub-group reporting the highest divorce rate) represent the highest percentage of those with dependent children (81%). This compares with 74% of the white males, 78% of the black males,

and 70% of the white females.

The data also show that the number of students who head single parent homes is rather substantial. Eighty percent of divorced parents, 60% of widowed parents, and 34% of those unmarried report that they have dependent-child responsibilities which undoubtedly create time and financial difficulties as well as role conflicts.

Educational Characteristics

Besides the impact of personal and family characteristics, educational factors and background can profoundly affect the adult's experience at JCC. Table 3 below shows that one-fourth of the adult students have previously attended another college before entering JCC, and approximately one-fifth hold a GED, indicating a wide-range of educational backgrounds.

TABLE 3

Educational Background of Adult Students Before Attending JCC

	Less H.S.	GED	H.S.	Some College	College Degree
White Males	0%	20%	51%	27%	0%
Black Males	4	26	52	19	0
White Females	3	19	46	29	3
Black Females	0	25	60	13	3
All	1%	21%	52%	24%	1%

Students were asked to identify their goals as part of the survey. Only 1% indicated that they had no degree goal while 17% were undecided, 41% chose the A.A., 27%, the B.A., 9% the M.A., and 3%, the Ph.D. Black females (28%) and white males (19%) were the highest "undecided" group.

When attendance patterns were examined, the results showed that 43% attend full-time, 57% part-time. Surprisingly, 40% of the group attended day classes; 47%, evening. A cross-tabulation of employment and attendance yielded the impressive fact that 40% of adult students who attend college full-time also work full time; and 79% of those who attend part-time also work full-time.

Employment and Financial Responsibilities

Table 4 below displays the employment patterns of the students.

TABLE 4

Employment of JCC Adult Students

	Full-time Work	Part-time Work	None
White Males	80 %	12 %	8%
Black Males	63	11	22
White Females	49	12	39
Black Females	45	13	40
All	62%	12 %	26 %

To complete an assessment of financial status, an NAQ item was included to determine how adult students finance their current college expenses: "From what source do you obtain more than half of your educational expenses?" For the total population, V.A. benefits, self, and financial aid were the predominant choices. Among both black and white males, the overwhelming percentage reported V.A. benefits as the source; among white females, a larger percentage report spouse (42%) and self (26%); and among black females, financial aid (63%) and "self" (20%) were the predominant sources for educational expenses.

Summary

From the data presented previously, there can be little doubt that the adult population at JCC is managing to attend college despite the significant commitments to family and employment responsibilities. Most adults need to work while attending school and almost all plan to continue working.

ISSUES AND IMPLICATIONS

The organization of material in this section follows a chronological approach, i.e., from the students' initial interest in choosing JCC through an analysis of what they encountered after enrolling.

Reasons for Returning to School

Respondents were asked in the NAQ to indicate their reasons for attending school. Table 5 illustrates the results of this item for all respondents and by race and sex.

TABLE 5

Reasons for Returning to School

	All Respondents	White Males	Black Males	White Females	Black Females
Educational Achievement	65%	59%	46 %	75 %	68 %
Personal Growth	57	54	46	69	45
Advance or Change Careers	54	69	50	43	48
Mental Stimulation	45	41	27	57	41
Prepare for Employment	43	31	50	49	50
Explore New Options	33	34	42	30	27
Become more Independent	30	19	27	43	32
Complete College	28	31	35	19	36
Meet Adults	11	18	8	12	5
Get Out of Home	7	3	4	10	9

As a total group, the greatest number of students checked that they enrolled to fulfill a desire for educational achievement and that college was a way to achieve personal growth. White males differed from other sub-groups in the higher percentage who saw their education as a means to advance or change their careers and the lower percentage who were back in school to prepare for employment. This is due partially to the fact that only 8% of the white male group were unemployed, while the other sub-groups ranged from 22% to 40% unemployed. Another important difference between sub-groups was that a higher percentage of the females than the males were attending college to become more independent and to get out of the home.

Who influences the students to attend college? The overwhelming NAQ response was that the students influence themselves to make this move rather than relying heavily on others to motivate them. This motivation may vary significantly from younger JCC students who are probably more often prodded by parents or decide to attend because of peer pressure. Thus, it may be an indication of the seriousness of older students who push themselves in spite of financial concerns, family and work commitments, and even in a few cases, outright family opposition to their coming to college.

TABLE 6

Source of Influence to Return to School

	All Respondents	White Males	Black Males	White Females	Black Females
Myself	74%	66%	85%	73%	80%
Friend	28	19	31	28	34
Spouse	26	27	23	37	7
Relative	12	14	15	10	9
Children	8	3	12	10	11
Employer	8	8	0	10	9

Obstacles Prior To Enrollment

After a person has decided to return to school, the next step is the process occurring between that decision and actual enrollment. This factor was approached by asking two questions in the NAQ: "How much time elapsed between the decision and enrollment," and "What specific obstacles had to be overcome prior to enrollment."

TABLE 7

Time Between Decision to Return and Enrollment

	0-3 Months	4-6 Months	7-12 Months	13-24 Months	25 Months or more
White Males	38 %	18 %	22 %	4 %	12 %
Black Males	19	7	19	7	26
White Females	42	23	11	3	14
Black Females	30	28	10	3	13
All Respondents	36 %	20%	15%	4%	16%

It was found that 56% of these adult students had only six months or less elapse. This was particularly true for white females (65%), and much less true for black males (26%). For many, this was probably the time between the decision and the start of the next semester (total, 56%). Another 15% of the total group manage to enroll between six months and one year after making the decision to return. As would be expected, the number who take 1-2 years drops drastically, to only 4%. It is intriguing to note, however, that 16% of all students take better than two years to take the step. Among black males 26% are in this category. A further analysis of the data currently available does not

indicate why the long delay although there may be a variety of reasons -- waiting for children to start to school, for a job to stabilize, for time to put aside the money, to get a G.E.D., and to fulfill military obligations.

Of more importance in terms of services that the college can provide is the fact that at least 55% of the respondents indicated that more than three months elapsed between their decision to attend and their enrollment. Currently, Jefferson Community College suffers from a problem common to community colleges in general -- applications tend to be submitted so close to the time of registration that there is barely time enough to orient new students. Until now it has been easy to assume that applications come in late because the decision to attend is made late. However, with so many having a lead time of three months or more, it may be possible to provide better pre-enrollment services, such as assessment of reading and study skills while there is still time for brush-up courses in these areas. This early assessment would help these students more effectively develop good academic habits that will improve their chances for success in their first semester.

The process of deciding to return to school inevitably involves overcoming some barriers before enrollment is possible.

When asked about these barriers, at least 20% of the respondents to the Needs Assessment Questionnaire checked the first eight items of Table 19 as being major obstacles they had to overcome.

TABLE 8

Obstacles Prior to Enrollment

	All Respondents	White Males	Black Males	White Females	Black Females
Finances	40 %	34 %	31 %	39 %	61 %
Time Conflicts	35	51	15	34	18
Fear of Failure	34	34	27	34	39
No Definite Goal	31	45	27	16	32
Too Old	23	19	27	24	23
Overwhelmed by the Process	23	20	8	31	30
Lacked Basic Skills	21	18	35	22	18
Wouldn't Fit In	21	20	19	25	16
Fear of Something New	13	10	8	13	18
Child Care	13	1	4	24	20
Choosing a College	12	11	15	10	14
Transportation	11	4	15	9	23
Family Opposition	10	7	8	9	16
Unfamiliar with Location	4	4	0	9	0
Fear of Downtown	4	1	0	12	0

Some of the obstacles deal with external pressures on these individuals, such as finances, time conflicts, and feeling overwhelmed by the process they anticipate to enter college. Most of the items, however, deal with lack of both confidence and skills -- fear of failure, no specific goal, feeling too old to make it worth the effort or to fit in, and lacking basic academic skills.

Obstacles After Enrolling

Table 9 illustrates the obstacles students must contend with after enrolling. The respondents again cited time and money above all others. As indicated previously, this is undoubtedly due to the number who are juggling jobs, school, and family responsibilities.

TABLE 9

Obstacles While Attending College

	All Respondents	White Males	Black Males	White Females	Black Females
Time demands from Family	48%	54%	15%	55%	48%
Time demands from Job	34	54	27	31	14
Finances	33	26	31	37	45
Course Scheduling	32	41	31	28	27
Parking	22	20	31	21	18
Poor Study Skills	18	19	35	10	20
Child Care	16	5	4	25	20
Transportation	10	4	8	10	18
Poor Reading Skills	8	5	15	9	7
Family Opposition	5	3	4	6	9
Lack of other Adults to relate to	5	5	0	6	5

Academic problems (obstacles) are reflected in the responses above to "Poor Study Skills" (18%) and "Poor Reading Skills" (8%). The faculty survey also confirmed these deficiencies in skills. However, the faculty who responded spoke very positively about the adult students in their classes.

Some feel that they are their best students -- interested, conscientious, highly motivated, bringing maturity and insights from past experiences that enrich class discussions. However, many faculty expressed concerns about the academic deficiencies of some of these students. The faculty also reported that many adult students express these same concerns themselves. About 20% of the faculty who returned the survey indicated that, in general, the adult students in their classes do not demonstrate adequate study skills necessary for success. Faculty have found that some of the students who have been out of school a long time have less than adequate skills in reading, writing, math, and study habits. The college already provides extensive services in these areas. The PREP program, developmental classes, Study Skills Center, Natural

Science Learning Lab, and free tutoring that are available make JCC a leader among community colleges in providing ways for academically deficient students (both over 25 and younger) to prepare for college level work. The placement testing in reading, writing and math that is part of the orientation program helps to identify those who need help. And yet the problem persists. The first semester seems to be the critical time to align the student with the help available, before academic problems result and the student becomes discouraged. There is some discussion that developmental course recommendations made from placement tests may need to become mandatory. These recommendations are sometimes ignored by adult students who already feel that they are late in getting back to their education. They resist taking any class that will not count toward their graduation.

The final category under obstacles deals with personal concerns: family opposition (5% of the respondents listed this as a major obstacle); and the effect of attending school on marital or other close personal relationships (while 81% indicate that those closest to them are supportive of their going to school, 35% indicate that attending college is having a mixed effect on their close relationships, and 5% a negative effect). Another facet of personal concerns is the lack of self confidence that the faculty survey indicated that some of these students express. They sometimes feel too old, unnecessarily insecure about their chances for success, anxious and overwhelmed by time pressures. They were asked if they had ever dropped out of school or seriously considered dropping out before the end of a semester. Table 10 reports their responses.

TABLE 10

Actually or Considered Dropping Out
Before the End of a Semester

	Yes	No
White Males	45%	53%
Black Males	30	70
White Females	25	71
Black Females	43	55
All Respondents	36%	60%

Their reasons for the most part related to time pressures from work and family and to personal problems (illness, home responsibilities, depression). The college can expand its response to these concerns by providing more opportunities for support groups and contacts with other students that allow students to talk about their concerns, lower their anxiety level, and explore ways of coping with the pressures they are experiencing.

Two other things are important to note on this item. White males and black females are the groups with the highest percentages that feel that various stresses may make it impossible to stay in school. Secondly, the question in the NAQ specifically asked about dropping out before the end of the semester, and thus may underestimate the problem by not including others who manage to finish a semester and then feel they must stop or at least delay their education.

Academic Adjustment

Progress and performance are two indicators of academic adjustment. The first variable, number of semesters completed (progress) might more aptly be termed persistence, since it indicates nothing about how well students are performing.

TABLE 11

Number of Semesters Completed at JCC

	1	2	3	4	5+
White Males	14%	16%	14%	15%	42%
Black Males	30	7	15	26	22
White Females	26	20	9	12	32
Black Females	25	20	33	10	10
Employed Full Time	19	19	17	14	31
Employed Part Time	24	12	12	12	40
Not Employed	35	15	13	15	24
Attend Full Time	28	16	13	16	26
Attend Part Time	20	17	17	13	33

Some differences among sub-groups become apparent. A larger percentage of white males than any other group (42%) has been enrolled for five or more semesters - not surprising since only 38% are enrolled full-time. Among white females there is a lower degree of persistence despite an almost identical enrollment pattern (35% full-time). In other words, a similar percentage of white females attend on a part time basis, but are not persisting to the same degree over multiple semesters. Employment patterns of these two groups, rather than explaining this result, in fact contradict it. Eighty percent of white males are employed full time; 12% part time, and 8% are not employed. In contrast, 49% of white females are employed full time, 12% part time, and 39% are not employed. In the light of these factors, one wonders why white females are not attending full time in larger percentages, especially since 59% (as opposed to 24% of white males) consider student role to be "very important" in their lives.

When the data for black students are analyzed, it is apparent that persistence is lower than for all white students, and that a corresponding difference by sex is apparent. Again, attendance patterns of black males and females are almost equal,

and employment patterns, though somewhat different between males and females, are reflective of the pattern reported by white students.

There is at least one possible reason for the apparent lower persistence of females at JCC. Thus far, analysis presumes that equal proportions of males and females have been enrolled. Historical equality cannot be an assumption, however, because until 1976 more males than females attended JCC. The recent shift to a majority of females, together with changing employment patterns, may significantly alter persistence data in the near future.

It would seem from the data, therefore, that the variable "number of semesters completed" is influenced by far more than the attendance and employment patterns discerned in this study; furthermore, it cannot be used as an isolated valid indicator of persistence.

Performance, primarily reflected by grade point average, is another indicator related to academic adjustment. Unfortunately, from the self-reported data available, it was not possible to compose a succinct or accurate summary. The NAQ item asking students to indicate GPA yielded vastly different results than the data tabulated from semesterly major reports. To utilize GPA data, therefore, a more sophisticated and controlled study will be necessary before conclusions can be drawn about the quantifiable progress, as represented by GPA, of adult students at JCC.

The faculty survey, however, yielded some subjective data about adult students.

TABLE 12

Faculty Perceptions of Adult Students

In general, the adult students in my classes,	Percentage of Faculty Respondents who: Strongly Agree	Agree	Disagree	Strongly Disagree
are punctual and regular in my classes.	39%	52%	9 %	0%
feel comfortable speaking up in class.	27	61	7	1
complete assignments regularly.	31	64	3	
are prepared for class.	27	64	7	
have adequate study skills to succeed.	13	59	19	
voluntarily do extra work and/or seek extra help outside class.	23	44	23	4

Attitudes Toward JCC and Its Services

The first service to be examined is advising. Table 13 displays the responses to Items 28 and 29, showing that a majority (53%) of the respondents indicated that they know who their advisor is. However, differences were found in several sub-groupings: day students are more likely to know their advisor than night students (62% to 47%); students attending full time versus those in college part time (61% to 45%); and those not employed as opposed to those employed part or full time (66% to 48-47%). This obviously represents some overlap, for among full time students most attend during the day (57%) and many are not employed (40%). The data now indicate that the evening student attending part time is less likely to know an advisor's name. Also, Table 13 presents evidence that two-thirds of the adult students see their advisor only at registration or not at all. This includes 27% of all respondents who say that they never see their advisor. Since cluster advising is used at registration, with the exception

TABLE 13

Know Name of Advisor with Frequency of Consulting Advisor

	Know Name of Advisor	See Advisor once or more during Semester	See Advisor Never or no more than at Registration
Day Student	62 %	46 %	54 %
Evening Student	47	16	81
Attend Full Time	61	48	41
Attend Part Time	45	17	80
Employed Full Time	47	23	75
Employed Part Time	48	52	48
Not Employed	66	38	59
All Respondents	53	31	67

of a few programs such as Allied Health, this means that most of these students never see their advisor for their specific major. Again, students who attend in the evening, those who are employed full time, and those who attend part time are less likely to see their advisor. While seeing an advisor does not guarantee that the student will follow through on the advice nor that the classes the student needs will be open at registration, not seeing an advisor increases the chances for errors in course selection, for omission of prerequisites, and for poor planning. The advising process is a problem at colleges across the country. At JCC, this study strongly emphasizes the need that new ideas on advising must be generated constantly to reach students who are pressed for time by commitments outside of the college.

Information on the attitudes toward a number of other services was sought through an NAQ item. Table 14 summarizes the findings for the five services for which the numbers were large enough to permit a breakdown.

TABLE 14

Quality of Various Student Services as Rated by Those Reporting Using the Service

	Very Helpful	Adequate	Poor	Not Helpful
Admissions	55 %	36 %	6%	3 %
Records	44	39	12	5
Financial Aid	71	21	4	4
VA	64	31	3	1
Counseling	62	25	9	4

The data from Item 39 of the NAQ points up two areas of concern. The first is the number of adult students using the services. These numbers are adequate in several instances and low in others which have very limited facilities and staff. However, it is obvious that many adult students who are not making use of these services do need them. The obstacles prior to and after enrollment are the kinds of problems these services are attempting to address -- financial concerns, good planning to deal with time pressures and family adjustments, the affective areas of low self confidence and of feeling too old, weak reading and study skills, and an understanding of how the educational system works and how to function successfully within it. If these services are as important to adult students as they seem, creative outreach programming needs to be combined with a financial and staff commitment from the college and community college system.

RECOMMENDATIONS

A partial list of the recommendations contained in the study is presented with no particular priorities assigned. They are offered as suggestions and as starting points, to be addressed according to the best professional judgment and resources available at JCC:

1. An annual open house should focus on the programs and services JCC offers, to publicize community resources that assist students who want to attend college (i.e., list of day care centers, TARC schedules, project ACCEPT). Events could include campus tours, refreshments, and entertainment.

2. Attractive hand-outs should be designed for distribution to adults who apply at JCC. Content should describe common obstacles adults face before and after enrolling, should present evidence of academic success of adults at JCC, and should focus on the services available to overcome first semester reentry problems.

3. A group of JCC personnel should be identified as persons who could speak to adult groups. This group should actively seek agenda time and program participation throughout the city (i.e., PTA, church groups, community centers, professional organizations) in order to build better public relations and to promulgate the idea that JCC is uniquely suited to fulfill adult needs for higher education.

4. Recruitment efforts among adults should focus at least as much on JCC's capability to help adults overcome obstacles as it does on attracting students to college. In other words, attention to the affective domain is equally critical to adults as is the cognitive.

5. A video-tape presentation in which current and former adult students describe successful experiences at JCC should be produced and used in recruiting efforts. First hand testimonials from adults of various ages, interests, ethnic and socioeconomic backgrounds add powerful impact to the factual presentations by professional staff.

6. Extended pre-enrollment orientation is needed for adults returning to school. Attention to such topics as study skills and unfamiliarity with college routines and terminology before students enroll could alleviate much of the first semester distress experienced by adults.

7. A "Partner's Night" conducted for spouses, friends, and relatives of new adult students each semester would diminish the resistance from others felt by new students, and in fact could enlist the aid of "partners" to make the college experience less stressful. This is particularly critical since substantial numbers of JCC students are the first in their families to attend college.

8. A brochure summarizing the "questions and answers" about financial aid should be readily available to adults first expressing an interest in college.

9. Career counseling activities and materials should reflect the reality that adults are almost equally divided among those who wish to identify or find a career, change careers in mid-life, or enhance their present careers.

10. Establishment of a comprehensive placement office is urgently recommended. Present services are almost exclusively limited to part time and temporary employment and are thus not adequately filling the needs of adults while they are enrolled or when they leave JCC.

11. JCC should educate women students and all staff about the economic handicap of preparing women to assume traditional low-paying careers. Not only should awareness be enhanced, but workshops should focus on the strategies and opportunities for entering non-traditional fields.

12. A range of non-credit courses addressing contemporary issues of adult life may attract adults to the campus, familiarizing them with the college environment and addressing issues that impinge on or prohibit more extended academic progress. Topics suggested: family budgeting, managing a dual career (or single parent) household, parenting, coping with aging parents.

13. JCC should continue to experiment with flexible class scheduling, including options for attending class in three hour blocks one day a week, twice a week during the day, on weekends, and by independent study.

14. Schedules should be available for early distribution so that adults have adequate lead time to arrange working hours, child care, etc. A long term schedule is also needed for students to plan the entire program necessary to reach their degree goals.

15. JCC should continue to regularly and systematically maintain and expand the data base concerning adult students in order to keep informed of trends and needs and to adjust services, programs, and scheduling accordingly.

16. An Advisory Board of JCC students, with appropriate representation from predominant sub-populations, should be established to solicit feedback about current trends and needs among JCC students.

17. If JCC wishes to address seriously the concerns of the adult population, a specific person and/or office should be designated, as opposed to assignment of the responsibility to someone whose time and identity are already absorbed by college duties. This person(s) should maintain a resource center and disseminate relevant materials regularly to personnel throughout the college.

18. Some method must be established to publicize (and perhaps expand) the college services available to evening students.

19. JCC needs to investigate the achievement of adult students in terms of progress toward their degree goals and quality of their academic performance. Almost no data exist from which to draw conclusions nor to adjust academic programming. Nothing is known locally about the impact of variables such as years away from formal schooling, difference in preparation between GED and high school diploma, part time versus full time attendance, age, effect of employment, etc. At present, the prediction of success or failure is largely subjective.

20. The college should prepare for the eventuality that veterans' enrollment may change significantly as fewer veterans become eligible or eligibility expires for some.

21. More specific research is needed to investigate the multitude of issues that emerged throughout this study. Closer attention should be paid to the quality of services offered, in addition to the usual emphasis on quantitative outcomes.

22. JCC faculty and staff should be cautious in referring to the curricula as "two year" programs. In reality, most students need more than two years to complete their goals, due to attending part time and/or taking developmental classes. Adults should not be made to feel less successful when following this pattern.

Conclusion

Both historical events and current practice affirm that Jefferson Community College has a strong commitment to serving the educational needs of adults in the Louisville community. The faculty are providing developmental courses and programs in reading, writing, math, study skills, and the sciences which are receiving national attention. Full time faculty teach evening as well as day classes in order to maintain the quality of and commitment to the evening program. The scheduling of classes is being altered in ways that increase the students' choices. The attitude of the faculty, as evidenced by the faculty questionnaire dealing with adult students, is overwhelmingly appreciative of the adults who bring determination and many life experiences to the classroom. Currently, a committee on developmental studies is working to further ensure that students enroll in classes for which they have the basic academic skills necessary for success. The college has also been selected as a member institution of a national project, funded by the largest grant ever awarded by the Kellogg Foundation, directed toward Faculty Development.

Despite the level of commitment and expertise already evident at JCC, it is suggested by this study that more particular focus needs to be given to the adults returning to school. The emphasis of many present services is in the cognitive area - identifying and providing help for academic deficiencies. However, the conclusion can be drawn that there are two additional areas that JCC needs to address to better serve adult students. The first of these concerns the affective realm. Predominant among obstacles cited by adult students both before and after enrolling is stress related to incorporating the new role of student into already complex adult lives. They also feel threatened by an unfamiliar academic environment. The energy and time needed to cope with this insecurity is debilitating for adults with adequate academic skills, and incapacitates those with marginal or deficient preparation.

The second area of need concerns the concrete and tangible arrangements adults need to make to succeed as students. Most adults returning to school are not aware of the time required to realistically undertake college studies. The same is true of their financial planning because of hidden and unexpected costs. As a result, adults frequently find themselves overextended with unmanageable schedules and severe financial problems.

When data concerning JCC adult students are assembled as in this study, and specific need areas are delineated, one dominant conclusion emerges. Jefferson Community College is an adult college; over 70% of the students are 21 years of age and older. Serving this population mandates giving attention to the whole person. It is imperative, therefore, that JCC must not only continue to assess and improve its strategy to address cognitive needs, but must expend equal effort to address the affective and concrete needs of adult students. Colleges are now responding to the academic deficiencies of students only because it has become recognized as a legitimate concern of higher education. The same steps must now be taken to legitimize affective and concrete concerns. Without this conscious, visible commitment, the needs of adult students will never be given the necessary priority and recognition that will ensure their viable participation and success in higher education.

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